The Pacific

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OUTLINE OF THE PRESENTATION

I. SUB-REGIONAL OVERVIEW

II. PROGRESS TOWARD EDUCATION FOR ALL

III. ISSUES AND CHALLENGES

IV. ENABLING FACTORS / GOOD PRACTICES

V. RECOMMENDATIONS FOR POST-2015
I. SUB-REGIONAL OVERVIEW
OVERVIEW OF THE PROGRESS SINCE 2000

Significant progress has been made in access to pre-primary and secondary education (Goal 1 and 3).

Note: Goal 1 is represented by the GER in pre-primary, Goal 2 by the ANER in primary, Goal 3 by the GER in secondary, Goal 4 by the adult literacy rate, Goal 5 by the GPI of the ANER in primary and Goal 6 by the gross intake rate in the last grade of primary (proxy of completion). “Dot” is representing PTR of primary in goal 6.

Source: UNESCO Institute for Statistics Database, July 2014

♦ Significant progress has been made in access to pre-primary and secondary education (Goal 1 and 3).
II. PROGRESS TOWARD EDUCATION FOR ALL: GOAL 1-6
GOAL 1: EARLY CHILDHOOD CARE AND EDUCATION

Gross enrolment ratio (GER) in pre-primary education

Source: UNESCO Institute for Statistics Database, July 2014

♦ Average pre-primary GER in East Asia and the Pacific increased from 40% in 2000 to 68% in 2012.
♦ Australia, Cook Islands, Nauru, New Zealand and Tonga reached over 70% of pre-primary GER in 2012.
GOAL 2: UNIVERSAL PRIMARY EDUCATION

Adjusted net enrolment rates (ANER) in primary education

- Average primary ANER in East Asia and the Pacific increased from 95% in 2000 to 96% in 2012.
- Australia, Cook Islands, Fiji, Marshall Islands, New Zealand and Samoa reached over 95% of primary ANER in 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 3: YOUTH & ADULT SKILLS

Transition rate from primary to secondary education in 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Transition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solomon Islands</td>
<td>89</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>89</td>
</tr>
<tr>
<td>Fiji</td>
<td>94</td>
</tr>
<tr>
<td>Cook Island</td>
<td>96</td>
</tr>
<tr>
<td>Samoa</td>
<td>98</td>
</tr>
</tbody>
</table>

Adjusted net enrolment rates (ANER) in lower secondary education

---|---|---|---|
Vanuatu | 75 | 76 | 92
Samoa   | 69 | 84 | 87
Nauru   | 51 | 84 | 86
Cook Island | 99 | 88 | 88
Australia | 86 | 85 | 86
Fiji     | 99 | 88 | 88
New Zealand | 86 | 85 | 86

Source: UNESCO Institute for Statistics Database, July 2014

♦ **Cook Islands, Fiji and Samoa** reached over **90%** of transition rate from primary to secondary education in 2012.

♦ **Australia, Cook Islands, Fiji and New Zealand** reached over **80%** of lower secondary ANER in 2012.
GOAL 4: ADULT LITERACY

Most of the countries in the Pacific made progress in adult literacy since the base-line year.

Marshall Island, Palau, Samoa and Tonga reached over 95% of adult literacy in 2012.
GOAL 5: GENDER EQUALITY

Most countries in the Pacific have GPI in primary and lower secondary GER close to 1.00, providing equal educational opportunities for both boys and girls.

Particularly, Nauru has improved GPI in primary GER by 0.3 from 2000 to 2012. Solomon Islands has improved GPI in lower secondary GER by 0.18 from 2000 to 2012.

Source: UNESCO Institute for Statistics Database, July 2014
GOAL 6: QUALITY EDUCATION

Pupil-teacher ratio in primary education

- 2000
- 2005
- 2012

Percentage of trained teachers in primary education in 2012

- Solomon Island
- Kiribati
- Cook Islands
- Fiji

source: UNESCO Institute for Statistics Database, July 2014

♦ Average primary PTR in East Asia and the Pacific dropped from 24:1 in 2000 to 19:1 in 2012. Most countries are below the maximum recommended benchmark (40:1)

♦ Cook Islands, Fiji and Kiribati gained over 90% of trained teachers in primary education.
III. ISSUES & CHALLENGES
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• Access to, and retention in, education (ECCE and secondary education, remaining 5-10% children for primary education)
• Equity (children in outer islands, rural area, children in families with low income, children with disabilities, gender gap in secondary education)
• Efficiency (children starting school late, high repetition and drop out rates, low survival rate, absenteeism)
• Quality (student achievement in literacy and numeracy, untrained teachers, relevance / link between education and labor market)
• Management (data availability and data quality, shortage of skilled staff)
• Financing (high reliance on support from development partners and donors)
• Coordination among stakeholders (ECCE, TVET, non-formal education)
IV. ENABLING FACTORS / GOOD PRACTICES
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• Legislation (compulsory education, review of education act, development of specific sub-sector policy (e.g. ECCE policy, NFE))
• Free of school fees, free textbooks, free transportation
• Introduction of minimum quality standards
• Introduction of school grants
• Introduction of new curriculum
• Provision of in-service teacher training
• Development of standards for teachers and principals
• Engagement of stakeholders in writing policy and designing planning
• Initiatives, targeting ECCE, children in outer islands and remote / rural areas, children with special needs
• Development of Education Management Information System (EMIS)
• Sector Wide Approach (SWAp)
V. RECOMMENDATIONS FOR POST-2015
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- Investing in ECCE
- Further improving access to, and retention in, education and ensuring gender equality
- Improving the enabling environment for learning
- Improving the quality of teachers through pre- and in-service training
- Improving education services for children with special needs
- Improving monitoring capacities
- Access to, and use of, ICT
- Increasing the use of traditional values, knowledge, skills and practices to strengthen cultural and national identity
Thank you